

**SUMMARY PROGRAMME SPECIFICATION**

<b>Course Title</b>	<b>Foundation Degree in Health Studies</b>
<b>Awarding Body</b>	UEA
<b>Level of Award</b>	4 and 5
<b>Professional, Statutory and Regulatory Bodies Recognition</b>	N/A
<b>Credit Structure</b>	240 Credits Level 4: 120 Credits Level 5: 120 Credits
<b>Mode of Attendance</b>	Full time
<b>Standard Length of Course</b>	2 years
<b>Intended Award</b>	FdSC Health Studies
<b>Fall-back Awards</b>	Certificate of Higher Education (Cert HE) – 120 credits
<b>Entry Requirements</b>	Some applicants will be advised to complete GCSE English and Maths alongside the degree programme  If mature candidates do not have conventional level 3 qualifications (e.g. A levels or Access) in appropriate subjects, they will be invited for interview to discuss their application
<b>Delivering Institution(s)</b>	City College Norwich
<b>UCAS Code</b>	B900

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**Course Structure**

This course comprises modules at levels 4 and 5. Each year entails a blend of core and specialist modules.

	<b>Core Modules</b>	<b>Credits</b>
<b>Level 4</b>		
	<p><b>Higher Learning Skills</b></p> <p>This module is designed to enable participants to identify and develop skills for successful higher education study and transferable employability skills. Delivery and assessment are designed to develop study skills through personal reflection and the identification of personal goals and communication skills. The skills are core to any undergraduate programmes.</p>	20
	<p><b>The Health Care Sector</b></p> <p>The module will provide opportunities to develop understanding of employability skills within the context of an industry/service sector (or as applicable).</p> <p>This module provides opportunity to enhance employability skills in the context of developing organisations, hence there is opportunity to reflect upon work experience as well as personal and professional development in a transferable context.</p> <p>The module aims to enable reflection on work roles, skills and practice; to appraise own performance (knowledge and skills) and identify areas where skills may be developed.</p>	20
<b>Level 5</b>		
	<p><b>Research Skills for Health Care Sector</b></p> <p>This module is designed to enable participants to further develop the learning and development skills introduced in the Higher Learning Skills module in year 1 (or its equivalent). It provides the opportunity for students to focus on practice-based research and evaluation skills.</p> <p>The module will develop an appreciation of methodological approaches and critical thinking skills appropriate to the subject area. This will provide a foundation for research at level 6.</p>	20

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	<p><b>Supervision and Leadership</b></p> <p>This module is designed to consider the identification of the requirement for service improvement. Students will think about leadership and change management and explore an area identified in practice for improvement. The student's individual development will be explored using supervision, consultation and reflective tools that use multiple perspectives, enabling a wider picture to be considered. As this module is at the end of the course the reflection will incorporate legislation and theory to support development. The aim of the module is to consider the environment that they work in and consider the role they have in developing themselves for the benefit of the service. The module should help develop professional resilience and the possibility of working in a community of practice environment.</p>	<p>20</p>
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	<p><b>Contextualised Modules</b></p>	
<p><b>Level 5</b></p>		
	<p><b>Anatomy and Physiology- Systems and Functions</b></p> <p>The module presents the anatomical and biological foundations of health across the life span as a dynamic process. The core of the course is concerned with an integrated study of human biology, drawing on the disciplines of anatomy, physiology, molecular biology.</p>	<p>20</p>
	<p><b>Pharmacology</b></p> <p>Health and social care interventions incorporate both pharmacological and non-pharmacological interventions and the practitioner should demonstrate understanding of the design, action potential and management of pharmacological interventions and the impact on human function. Learners will explore the main components of drug discovery, through to design, testing and regulation. An understanding of the principles underpinning drug actions will be acquired, including how drugs are absorbed and transported and how they inhibit their target proteins to promote physiological change. The learner will consider the efficacy and risk(s) of drugs on human function and how these are managed safely and effectively.</p>	<p>20</p>

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	<p><b>Health and Nutrition</b></p> <p>A good diet is essential for life and health. Food supplies the raw materials necessary for growth from a single cell to a full-grown adult and at all stages of the life cycle. Nutrients are required to maintain the body's functional state, enabling repair and replacement of tissues and the continuance of good health.</p> <p>Studying this module offers the student an opportunity to explore the connections between food constituents, diet, good health, and ill health with an emphasis on particular relevant disease states.</p>	<p>20</p>
	<p><b>Law and Ethics</b></p> <p>Ethical and legal issues associated with the provision of health care in the UK are becoming increasingly complex and have much influence on professional practice, accountability and individual responsibility. Practitioners are frequently required to differentiate between the law and personal values in order to discharge their duty of care within an increasingly litigious and challenging environment.</p> <p>This module provides opportunities for students to explore ethical and legal issues in relation to relevant laws, codes of practice, theories, personal value systems and beliefs. Students will be encouraged to reflect upon their own professional practice to explore professional, ethical and legal responsibilities, rights, and accountabilities.</p>	<p>20</p>
	<p><b>Person Focused Care</b></p> <p>With an increasing emphasis on person focused care this module will allow an exploration of the theory and practice-based opportunities. The module will develop knowledge explored in Law and Ethics and link this to theories of human development and behaviour.</p> <p>The main aim is to increase empathy, insight and understanding of children, the impact of disabilities, Mental Health issues and End of Life Care. Empowerment and personalisation will be critiqued, alongside their role in the safeguarding of both adults and children.</p>	<p>20</p>

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	<p><b>Science of Disease</b></p> <p>The main emphasis of this module is to draw on and develop knowledge of Anatomy and Physiology and gain a deeper understanding of disease physiology. A focus will be given to the lifespan developments and the impact that choices can have on disease development. Science of Disease will provide an opportunity for students to consider an area of practice that is relevant to them and to analyse the factors relating to it.</p>	<p>20</p>
	<p><b>Psychological Perspectives on Health Care Practice</b></p> <p>Care workers, care supervisors and care managers increasingly require an understanding of the social and psychological context in which care takes place. They also need an understanding of the social and psychological context of their own and others behaviour, attitudes and prejudices. This involves developing organisational and self-awareness including awareness of emotional intelligence.</p> <p>This module will link into other modules such as Science of Disease and Promoting Health, so the student will gain an overall holistic picture of the effects of disease and illness on different client groups. The specific topics that will be covered in the module will be agreed in collaboration with the group at the start of the module.</p>	<p>20</p>
	<p><b>Promoting Health</b></p> <p>This module introduces students to a range of themes in health. It offers an overview of the key aspects of public health and health promotion in modern day multicultural Britain. The student will explore the opportunities and challenges faced by healthcare practitioners in promoting healthy lifestyles, in caring for people with acute and long-term conditions, and providing end-of-life care. Investigating a range of case studies will enable the student to reflect, practice and develop the knowledge, understanding and skills required to meet patient/service users' needs.</p> <p>Students will be encouraged to reflect on their own practice and the effectiveness of current care services, finding solutions to barriers, and identifying ways to drive forward contemporary, personalised and enabling care that meets the diverse needs and personal choices of individuals.</p>	<p>20</p>